

A STUDY OF THE RELATIONSHIP BETWEEN TEACHER-PRINCIPAL
PROBLEM INTERACTION AND TEACHER EVALUATION
OF ELEMENTARY PRINCIPALS IN AN URBAN
SCHOOL DISTRICT IN GEORGIA

AN ABSTRACT
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

BY
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SCHOOL OF EDUCATION

ATLANTA, GEORGIA

JULY 1987

R. 1-X
P. 103

ABSTRACT
EDUCATION

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B.S. MORRIS BROWN COLLEGE, 1967
M.A. ATLANTA UNIVERSITY, 1971

A STUDY OF THE RELATIONSHIP BETWEEN TEACHER-PRINCIPAL PROBLEM
INTERACTION AND TEACHER EVALUATION OF ELEMENTARY PRINCIPALS
IN AN URBAN SCHOOL DISTRICT IN GEORGIA

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Dissertation dated July 1987

The purpose of this study was to determine if there is a relationship between teacher evaluation of elementary school principals on selected administrative areas of responsibility, teachers' ratings of these same principals on teacher-principal problem interaction, and teacher demographic variables in an urban county in Georgia.

In this study, teachers evaluated principals on the following independent variables: decision making, planning and organizing, supervision and evaluation, staff development, high expectations, and teachers' age, qualification, sex and teaching experience. The dependent variables used in this study was teacher-principal problem interaction.

The population for this study was restricted to elementary schools in an urban county school district in Georgia. It was further restricted to the elementary school principals being

evaluated by their teachers for the 1986-87 school year. This sample consisted of 23 schools and 590 teachers.

For this study, there were two instruments used. One of the instruments was the Profile for Assessment of Leadership (PAL) developed by DeKalb County, Georgia administrators and teachers in 1982. The other instrument entitled Leadership Problem Interaction Survey (LPIS) was developed by David J. Mullen (1980). Teachers rated their principals by answering fifty-seven questions on the Profile for Assessment of Leadership (PAL) and ten questions on the Leadership Problem Interaction Survey (LPIS). They also provided data on the LPIS on the demographic variables of age, qualification, sex, and teaching experience. Statistical analyses were conducted including a factor analysis correlation matrix and a multiple regression using Stepwise and Enter methods to test the hypotheses.

The major findings are summarized below:

1. There was a significant relationship between decision making, planning and organization, supervision and evaluation, staff development, and teacher-principal problem interaction.
2. Age had a significant relationship with teacher-principal problem interaction.
3. Principals' high expectations of teachers and students had the greatest impact on teacher-principal problem interaction.

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DEDICATION

To my lovely, understanding and caring wife, Myra,
and our five lovely children: Tanyana, Paul, Jr.,
Marshea, Lillette and Carter.

To my parents, Bryant, Sr. and Julia and to my
father-in-law and mother-in-law, Marshall and
Lillie Carter.

ACKNOWLEDGEMENTS

It is with deep appreciation that I acknowledge the following individuals who were instrumental in enabling me to complete this study.

Great appreciation is extended to my chairman, Dr. Trevor Turner, who provided positive guidance throughout the preparation of this study. His commitment toward encouraging and advising me in this task was splendid.

To my other committee members, Dr. Olivia Boggs and Dr. Fannie B. Hogan, I am most grateful for their time and expertise in directing and guiding the writer in the completion of this study. Their understanding and unselfish commitment for leading students to achieve excellence will always be remembered and appreciated.

A special thanks is extended to Dr. Null Tucker, Mrs. Sue Ellen Bray, and Mr. Edward Williams in directing me through the data and statistics for this research.

Thanks to Mrs. Reta L. Bigham, my typist, who typed the many drafts and the finished product at a moment's notice. Her kindness will always be remembered.

I am grateful to the urban county school district in Georgia who gave permission to me to collect data, and to the teachers who participated in this research.

Thanks to my father-in-law and mother-in-law, Bishop and Mother Marshall Carter, who prayed for me.

Thanks to my parents who encouraged and instilled in me the perseverance to continue and not give up.

Thanks to my children, Tanyana, Paul, Jr., Marshea, Lillette and Carter, for being wonderful and caring children.

A very special thanks, appreciation, deep love and devotion go to my wife, Myra, who kept the family together while I was working and studying to complete this project. As a result of her love for God, positive leadership in the home, and her belief in me, I was able to complete this dissertation.

Finally, I thank God for blessing me with the courage and patience in making this dream a reality.

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CHAPTER I

INTRODUCTION

Humans are basically organizing animals, and the idea of pooling resources and work skills is almost as old as humanity itself. Kast and Rosenweig (1974) said that it is inherent in human nature to organize or cooperate in interdependent relationships both for protection and for survival, and Bertrand Russell (1968) noted that "in all social animals, including man, cooperation and the unity of a group has some foundation in instinct" (p. 2).

Probably the earliest and most basic of human organizations was the family simply because it was a natural biological grouping. The fact that the family-group goals of protection and survival were almost perfectly synonymous with individual goals probably reduced interpersonal conflicts in these earliest groups. Abrasion among family members was also reduced by the fact that individual members were able to accept each other both as members of a common workforce and also as social human beings.

As primitive workers' lifestyles became more sophisticated and complicated, the ensuing creation of larger organizations which crossed family lines meant that relationships with fellow workers became more artificial than when all were members of the same natural family group. Nevertheless, the essential element of

interpersonal relationships in these groups continued to be the acceptance of a person's basic social needs as an integral part of that person's value to the workforce.

However, as Pascale and Athos (1981, pp. 22-24) pointed out, the thrust of the Western organizational thought since the 14th century has been to dichotomize a person's social being from the "productive" role at work. Tracing the Western idea of organization back to the earliest governmental, religious and military institutions from which the first ideas of leadership, chain of command, coordination, control and functional specialization developed, Pascale and Athos noted that the Roman Empire and the Catholic Church were singularly influential because they were able to develop ingenious control systems to establish and maintain uniform creeds of belief, membership status and behavior codes.

When the Roman Empire disintegrated, the church was left as the one stable organization in Western European society, but even this stability was threatened by corruption from within and by defiance of its authority from outside forces. This weakening of the church's influence created fertile conditions for the rise and growth of civil governments which were capable of providing those social and military services which had heretofore been the responsibility of the church. Thus, in Western society, the church came to be the guardian of the people's social and moral

nature, and civil organization assumed responsibility for society's physical needs. Western thought legitimized this duality, and the result was a theory which separated people as social beings from people as work-producing components of an organization--a theory which basically was a dehumanization of the individual within the organization.

Sullivan (1953), an early 20th century American psychiatrist, however, took the view that it was more useful to view the system of interpersonal relationships rather than the "self" as the smallest unit of inquiry. He emphasized that, in dealing with these interpersonal relationships, one is best able to deal with the identity of the "self." According to Denhardt (1981):

In the context of organizations we find today the same contest between self and society, between autonomy and domination, that has characterized so much of our history. Through organization, we have sought growth and productivity in society, but our success has come at some cost to the individual.

Barrett (1970) stated that:

An important problem for organization theorists and administrators, therefore, is to conceive mechanisms through which goals and objectives can be integrated, so that the same action on the part of an organization

member can lead to attainment of both his personal goals and the organization's objectives.

Thus, if one would examine the organizational environment surrounding the subordinate-superordinate relationship, the interdependence of the two should be recognized. In addition, however, one should also recognize that, although the superordinate has (inherent in the position) more capacity for influencing the total environment, all superordinate actions are screened and interpreted through the perceptions of the subordinate. Forehand (1968) said:

The characteristics of an organization are perceived, selected and interpreted by the participant; its demands are accepted in the light of the participants' motives and satisfied to the extent permitted by his abilities.

In dealing with the subordinate-superordinate relationship, one must recognize that the character of the interpersonal relationship between the two is altered by the subordinate's perceptions of the actions and decisions of the superordinate. The subordinate, in formally evaluating a superior's job performance, may consciously or unconsciously use this evaluation to communicate his or her perceptions of the success with which the superior handles interpersonal relationships.

Statement of the Problem

The purpose of this study was to determine if there is a relationship between teacher evaluation of elementary school principals on selected administrative areas of responsibility, teachers' ratings of these same principals on teacher-principal problem interaction, and teacher demographic variables in an urban county in Georgia.

Bailey (1984) states that "faculty feedback is one of the most valuable sources available to administrators who are engaging in improvement practices."

Applewhite (1965) noted that leadership must be much more than planning and organizing, that it implies a particular dynamic relationship between leader and follower. This relationship involves the way in which the superior is influenced by the subordinate as well as the way in which subordinates are influenced by their superiors. Yuki (1981) supported the idea that the essence of leadership is influenced over followers, but he also observed that the influence process between leader and followers is not unidirectional. Leaders influence subordinates, but subordinates also influence leaders. Any organizational framework is built around the interaction between its members (subordinate-to-subordinate and subordinate-to-superior), and it is this interaction of personalities which characterizes the working environment of most organizations.

The school environment is probably affected more by the interactions between teacher and principal than by other interactions. Strother (1983) stated that "the principal is often the person in the middle, caught between the central office and the school board, and between teachers and parents." Poll (1976) said that "teachers as a group are the most frequent and influential interactions with principals." Teachers depend upon principals for support of their role, and principals depend upon teachers for their role support. Thus, it is of particular importance that teachers perceive relations between principal and teacher to be satisfactory if they are to give the principal the support necessary for the performance of administrative responsibilities. As organizational leaders of the school, it is the principal's responsibility to adopt a leadership style which will create confidence in his or her ability to handle teacher-principal relations skillfully. James Lipham (1981) contends that "the essential quality of effective leaders is that they possess a high degree of 'influence skills,' which he defined as the ability to involve others and build a feeling of shared accomplishments, energy, and initiative." While there are many subtle indicators of the degree of confidence which teachers place in their principal, one of the most obvious may be the results of teachers' formal evaluations of the principal on certain "objective" areas of administrative responsibility.

Subordinates and superiors have always evaluated each other, probably more on an informal basis than through formal processes. Historically, the formal evaluation has more often been downward than upward, but subordinates have always had informal "around-the-water cooler" sessions in which superiors were rated by a number of criteria. Recent organizational trends, however, have pointed to a greater use of formal evaluations of superiors by subordinates, particularly in the field of education.

Literature providing the conceptual basis for this study should show that the interpersonal relationship between subordinates and superiors is one of the key factors in the success or failure of modern organizations, and that this relationship is viewed and evaluated on a very subjective perceptual basis. Mullen developed the Leadership Problem Interaction Survey (1980) to measure subordinates' degree of satisfaction in relation to the problem interaction skills of their superiors in the organizational setting of the school.

This study was conducted under the proposition that teacher-principal relations are important to the subordinates in an organization, thus, subordinates' (teachers') perceptions of the degree of success with which the superior (principal) handles teacher-principal relations may be related to subordinates' perceptions of the superiors' success in performing other job responsibilities.

Research Hypothesis

1. There is a significant statistical correlation between teacher evaluation of elementary school principals on selected areas of responsibility, teacher ratings of these same principals on teacher-principal problem interaction, and teacher demographic variables in an urban county in Georgia.

General Problem Area

In any system where people are placed in the position of working with other people, a significant part of the total environment is built around the interaction of individual personalities. In the school, this process of interaction has its lines drawn most clearly between the teachers and the principal.

Walker's survey (1976) revealed that Georgia teachers, when asked about their feelings toward their principal, indicated a significant dislike toward their principal's behavior. Among the problems identified by teachers were: (1) principals are inconsistent in communicating to teachers; (2) principals usually dominate the verbal communication between teacher and principal; and (3) whenever teachers make a suggestion to the principal, the response from the principal is usually negative.

If a teacher perceives that a principal is sympathetic to his/her needs, understands his/her problems and responds to them as professionals, then they may react positively toward the

principal. On the other hand, teachers who do not perceive the principal as understanding and sympathetic may perceive the principal's performance of job-related duties negatively.

According to Yukl:

The extent to which a leader is considerate and supportive in his treatment of subordinates has been shown to be the most important determinant of subordinate satisfaction with the leader. Leaders who are friendly, open, sympathetic, and helpful are more likely to develop favorable relations with subordinates.

The focus of this study was to determine if there is a relationship between teacher perception of the quality of interpersonal relationships between teacher and principal and the teacher's perception of the effectiveness with which the principal carries out professional responsibilities. Teacher's perception of teacher-principal problem interpersonal relations was measured by the Leadership Problem Interaction Survey (LPIS); teacher evaluation of principals' performance was assessed by five variables of the Profile for Assessment of Leadership (PAL). If the interpersonal relationship between formal line leader (principal) and staff (teacher) was a key ingredient in determining the teacher's perception of the principal's task performance, then there was a statistically significant relationship between the LPIS and PAL.

Definition of Terms

Elementary Grade School - Any school within this urban county school district that uses the word elementary in its title and which also includes grades K-7.

Intensity Score - A score computed by subtracting the squared mean of the "is" from the squared mean of the "should be" scores on the LPIS; this score indicates subordinates' degree of satisfaction with superordinates' skills in problem interaction.

Principal - The professionally certified person who is the administrative head of a school.

Subordinate - "A member of an organization (teacher) who operates under the power of authority of someone in a higher job position (principal) in the organization." (Wallace, 1981, p. 102)

Superior - Synonymous with "Superordinate."

Superordinate - "A member of the organization (principal) having power of authority over someone (or others) in a job situation within the organization." (Wallace, 1981, p. 102)

Assumptions

1. The sample was representative of elementary grade schools in this urban county school system.
2. All responses to the LPIS and PAL were both honest and accurate.

Summary

Chapter I presented an introduction to teacher-principal problem interaction and teacher evaluation of elementary school principals. The statement of the problem, a research hypothesis and the general problem area were given. In addition, definition of terms and assumptions were stated. The next chapter gives a picture of the related literature.

CHAPTER II

REVIEW OF SELECTED, RELATED LITERATURE

The purpose of this chapter is to review selected literature relevant to this study. The review has been organized into five major areas: (1) Organizational Theory, (2) Organizational Climate Studies, (3) Leadership Style Theory, (4) Leadership Style Instruments, and (5) Administrator Competencies, Skills and Functions.

Organizational Theory

Although the idea of organized work efforts can be traced to the very beginnings of human existence, actual theories of organization did not begin to develop until after the Industrial Revolution was well underway at the end of the 19th century. Trends in organizational thought may be divided into three major areas: classical theories, which tended to deal with the formal aspects of organizations; human relations theories, which emphasized the informal human factors in organizations; and modern synthesis theories, which attempted to integrate both the formal and the informal aspects of the organization.

Classical Theories

Max Weber, a German sociologist and historian, is the man most often associated with the classical theories of organization.

Weber (1947) believed in rationality as the ultimate goal of human behavior, and saw bureaucracy as the most efficient means of attaining this rationality in organizations. His bureaucratic model's structure emphasized organizational efficiency through six basic elements.

Frederick W. Taylor, an American inventor and engineer, became known as the "Father of Scientific Management" because of his introduction in 1881 of a method of increasing the efficiency of production by close observation of individual workers to identify and eliminate wasted time and motion. Taylor held the idea that the worker was merely an extension of the production machinery and was motivated primarily, if not absolutely, by economic gain. In addition to his time-motion studies, Taylor advocated specialized jobs, incentive pay, and the use of scientific methods to select workers and train them for specific jobs. He also saw a clear division of responsibility between management and workers, with management setting goals and workers cooperating in achieving them. Industry's adoption of Taylor's scientific methods led to strict discipline and little positive interpersonal relations between workers.

Human Relations Theories

Originators and proponents of classical organizational theories placed little emphasis on the human aspects of the organization, but in the years just prior to the American economic

depression, the pendulum of the organizational thought began to swing toward a consideration of the human element in the organization.

The Hawthorne studies, conducted at Western Electric's Plant Hawthorne in Chicago from 1927 to 1939, represent the first attempt to conduct a scientific study of human behavior in an industrial organization. These studies are generally credited to Elton Mayo and others, all of whom participated in a study whose original intent was to test the effects which varying levels of illumination had on production efficiency in a Western Electric shop. The researchers were surprised to discover that production in the shop increased with any change in the illumination level up or down. The conclusion was that workers' production efficiency was being affected by another variable: the human factor. The personal attention given the workers during the experiment had a positive effect on their morale and a corresponding effect on production efficiency. Thus, the classical theory that wages and physical working conditions were the prime motivators of employees was seriously questioned as a result of this study.

Such ideas as group dynamics, morale, personnel relations, and organizational climate came into the language of organizational theory. Luthans (1973) said that the Hawthorne studies are "unquestionably the single most important historical foundation for the behavioral approach to management."

Modern Synthesis Theories

The third thrust in organizational theories is the modern synthesis theory. This theory is a result both of a recognition of the importance of the basic elements of classical and human relations theories, and also a reaction to the extremes of their practical application. Thus, the modern synthesis theories tend to incorporate elements of both formal and informal organizations into a system type of approach which stresses the interdependency of organizational components (Luthans, 1973). Chester Barnard was one of the earliest proponents of the synthesis theory, and his work, The Function of the Executive, is a classic in the area of organizational theory. In his writing, Barnard suggested that an organization "is a complex of physical, biological, personal and social components which are in specific systematic relationship by reason of the cooperation of two or more persons for at least one definite end."

Chris Argyris' approach to organizational theory may best be epitomized by the title of his book, Integrating the Individual and the Organization (1964). His "reality centered leadership" theory recognized the fact that informal goals and formal organizational goals may be different and even antithetical toward each other, and that the success of organizational leadership depends upon developing the area of overlapping congruency between the organization and individual goals.

Organizational Climate Studies

Kelley (1980) noted that the use of the word "climate" to designate a concern both with productivity and with satisfaction does not appear in research literature until the mid-1950's. Before this time, studies have delved into such areas as job satisfaction and morale as they related to organizational productivity, but only within the past 32 years have attempts been made to study the total climate of organizations.

Tagiuri and Litwin (1968) characterized organizational climate as "a relatively enduring quality of the internal environment of an organization that: (1) is experienced by its members, (2) influences their behavior, and (3) can be described in terms of the values of particular sets of characteristics (or attributes) of the organization."

Sells (1968) interpreted organizational climate as a function of organizations' culture patterns which would include "those generalized orientations of members which are (a) shared by a majority of members of an organizational unit and (b) acquired in relation to factors specific to the organizational structure."

Miskel (1982) defined organizational climate in terms of a school's social environment which results from the behaviors, attitudes, and perceptions of individuals as they interact with each other. Indicators of this interpersonal climate would

include openness of communication levels and the confidence among the teaching, supervisory, and administrative personnel.

Halpin and Croft's study of the organizational climate in elementary schools resulted in the creation of the Organizational Climate Description Questionnaire (1963). Through factor analysis, eight dimensions of the Organizational Climate were developed and identified; four dimensions (disengagement, hindrance, esprit, and intimacy) describe interactions between group members and four dimensions (aloofness, production emphasis, thrust, and consideration) describe members' perceptions of interaction between the leader and group members.

Leonard (1981) focused on the relationship among organizational climate, self-reported and teacher perceived styles of leadership of principals. The instruments used in this study were the Organizational Climate Description Questionnaire (OCDQ), which determined openness of organizational climate of each school; the Styles of Leadership Survey and the Perceived Styles of Leadership, which indicated leadership styles and teachers' perceptions of principals' leadership styles. The findings of the study indicated that there were differences between self-reported and teacher perceived leadership styles, and that a significant difference did exist between teachers' perception of principals' leadership and organizational climate.

Likert and Likert (1967), in studies which led to their "System 4" theory of managing conflict in organizations, concluded that high-producing organizations were characterized by relatively high levels of skill in personal interaction, group problem solving, and consideration for others. They also noted that these organizations had a high degree of group loyalty among the members and favorable attitudes and trust among peers, superiors and subordinates.

Evans (1968) held the view that organizational climate was in large part of a product of the perceptions of organizational members. With this postulate in mind, he drew the conclusions that members as well as nonmembers of an organization have perceptions of the climate, but organizational members tend to perceive the climate different from nonmembers because of different frames of reference and different criteria for evaluating the organization. Evans also observed that organizational members who perform different roles tend to have different perceptions of the climate either because of a lack of role consensus or a diversity in pattern of role interactions.

Leadership Style Theory

Theories of leadership style and behavior are closely allied to organizational theories because the leader of any organization is ultimately responsible for that organization's success or failure. Fiedler (1967) said:

While we really do not know to what extent the success or failure of an organization is due to the leadership abilities a man brings with him and to what extent the many other factors which affect the fortunes of an organization or a military campaign, there is little doubt that we hold the leader responsible for success and failure.

Gilligan (1982) investigated the leader style of elementary school principals in terms of their "task orientation" and their "people orientation," and sought to determine if nine non-leader style variables significantly affected teacher rating of the leaders' style of elementary principals. Teacher age, principal age, teacher experience, principal experience, teacher gender, principal gender, teacher race, teaching level and teacher degree level were variables examined in this study.

The findings of this study revealed that the leader style of elementary principals was more task oriented than people oriented. Teacher age, teacher experience, and principal experience significantly affected the teacher rating of a principal's leadership style. Younger teachers rated the young principals higher on their leadership styles than they rated older principals. Experienced teachers compared to less experienced teachers rated the leadership style of experienced principals significantly higher than less experienced teachers.

Sergiovanni and Elliott (1975) related leadership specifically to schools and concluded that this particular type of leadership system would include such components as the ways principals demonstrate leadership behavior, how power and authority are used, processes for decision making, nature of communication processes, quality of interpersonal relationships, goal-development processes, and evaluation methods. Thus, any study of leadership styles involves not only basic assumptions and values of the leader, but also the leadership processes and techniques which that leader uses in managing the organization.

Heller and Wilpert (1981), who viewed leadership as a combination of power and influence, represented leadership styles on an "influence power continuum," with five divisions: decision without explanation, decision with explanation, prior consultation, joint decision and delegation. These characteristic styles are similar to Likert's (1961) exploitative, benevolent exploitative, consultative, and participative patterns of leader behavior style.

Douglas McGregor, in his book, The Human Side of Enterprise (1960), proposed his "Theory X and Theory Y" as one method for identifying to which end of this leadership style continuum a supervisor is inclined.

Gibb (1969) used McGregor's ideas of "Theory X and Theory Y" to formulate a theory of "Defensive" (low trust) and "self-adequate" (high trust) leadership styles. Almost all theories of

leadership style seem to center around the basic question of subordinate participation in the organization process, an idea which goes back to the more basic dilemma expressed by Argyris-- how to integrate the individual and the organization.

Likert's (1961) solution to this problem was that: the leadership and other processes of the organization must be such as to ensure a maximum probability that in all interactions and in all relationships within the organization, each member, in the light of his background, values, desires, and expectations, will view the experience as supportive and one which builds and maintains his sense of personal worth and importance.

Winkler (1983), in her research of "the relationships between elementary school teachers' perceptions of principal leadership style/style adaptability and teacher job satisfaction/ satisfaction with supervision" is determined by the usefulness of situational leadership, found the following:

1. A correlation between perceived principal adaptability and teacher satisfaction and satisfaction with supervision to be significant.
2. Principal leadership adaptability is significantly related to teacher job satisfaction.
3. High levels of teacher satisfaction produces high levels of task behavior in teachers.

Finkel's findings (1985) in his study of "Administrative and leadership behavior of two principals of instructionally effective urban elementary schools" revealed:

1. Principals who interact with their faculties influence their staff members and communities needs.
2. Leadership style interaction has no one particular formula which can be adopted across a range of situations.

Leadership Style Instruments

Many instruments and theories have been developed with respect to the identification of aspects of leadership styles and its dimensions. Among these are Halpin's Leader Behavior Description Questionnaire (LBDQ), 1963; O'Rourke's study using the LBDQ and Profile for Assessment of Leadership (PAL), Roberts' study using the Leader Effectiveness and Adaptability Description (LEAD); Carr's study using the PAL and the Tuckman Teacher Feedback Form (TTFF); Fieldler's Contingency Theory (1967); Blake and Mouton's Managerial Grid (1964); and Mullen's Diagnostic Survey for Leadership Improvement (1975).

Hemphill and Coons constructed the original LBDQ. Halpin and Winer, using the LBDQ, identified "initiating structure" and "consideration" as two fundamental dimensions of leader behavior (Halpin, 1966). Each dimension has fifteen (15) short description statements which members of a leader's group can indicate how often their leader engages in each form of behavior.

O'Rourke's findings (1985) in his study of "A relationship of the DeKalb County Profile for Assessment of Leadership in Relationship to the Leader Behavior Description Questionnaire" revealed that there was a significant relationship between the competencies of the Profile for Assessment of Leadership and dimensions of the Leader Behavior Description Questionnaire. His study further revealed that the demographic variables of age, teaching experience and formal education of the respondents had no significant relationship as to how they responded on the Profile for Assessment of Leadership and the Leader Behavior Description Questionnaire.

Roberts' findings (1985) in his study of "A comparison of principals' self-perception and teachers' perceptions of principals' leadership styles" using the Leader Effectiveness and Adaptability Description (LEAD) instrument revealed that there is no significant difference in the mean perceptions of principals and their respective teachers of principals' basic leadership styles.

Carr (1986), in his study of the "Relationship between teachers' self-perceived behavior and biographical data and their affect on teacher feedback of principal's leadership" using the Profile for Assessment of Leadership (PAL) and the Tuckman Teacher Feedback Form (TTFF) found that:

1. Female teachers tend to be more positive toward the principal than male teachers in elementary schools.
2. White teachers tend to assess the principal higher than Black teachers.
3. Elementary school principals' communicative skills are weak.
4. There is no significant relationship of principals' ability to plan, organize, supervise and evaluate.
5. There is no significant relationship between teacher's self-perceived behavior and their assessment of principals' leadership.

Fiedler's Contingency Model (1967) is a response to his perceived theoretical problem that Halpin's two styles of leadership behavior would not consistently predict or correlate with group performance. The contingency theory attempts to explain this phenomenon by proposing that certain situational factors and personality traits interact in determining leader effectiveness. This theory is based on two assumptions. The first assumption is that there are three variables which directly contribute to the leader's capacity to influence the group. These variables are: (1) leader-member relations . . . whether or not the relationship between the leader and his or her group members is based on trust or loyalty; (2) task structure . . . whether or not the task is clearly spelled out and programmed in terms of goals, procedures

for obtaining goals and progress measures; and (3) power position . . . what power the leader accrues from his or her position (Fiedler, 1967). The second assumption is that the leader has either a "relationship-motivated" or a "task-motivated" style of leadership. The relationship-motivated leader works to maintain good interpersonal relationships with subordinates, but not at the risk of sacrificing task performance when it is essential to win acknowledgement from his or her superiors. The task-motivated leader, on the other hand, emphasizes providing structure and direction so that the task can be accomplished. Only when all task-oriented conditions are under control can this type leader give his or her attention to interpersonal relationships.

Blake and Mouton (1964) have plotted the two dimensions, "Concern for production" and "Concern for people" on a managerial grid so that a leadership style can be identified and classified. A leader's style is plotted by scoring him or her from 1 to 9 on each of the two dimensions represented on the grid. The various combinations of scores representing the managerial styles of leadership are:

(1,1) Impoverished: the minimum effort exerted to get required work done is barely sufficient to sustain organizational membership.

(9,1) Task-oriented: efficiency in operation results from arranging conditions of work in such a way that human elements interfere to a minimum degree.

(5,5) Balanced: adequate organization performance is possible through balancing the necessity to get out work with maintaining morale of staff at a satisfactory level.

(1,9) Relationship-oriented: thoughtful attention to the needs of people for satisfying relationships leads to a comfortable, friendly organization atmosphere and work tempo.

(9,9) Team approach: work accomplishment is from committed people; interdependence through a "common stake" in organization purpose leads to relationships of trust and respect (Hoy, Miskel, 1982, p. 250).

The Diagnostic Survey for Leadership Improvement, developed by Mullen (1975), was designed to examine the manner in which causal and intervening variables affect both organizational leadership and organizational climate.

Administrator Competencies, Skills, and Functions

Literature in this domain suggests that there are certain areas in which an administrator should be proficient if he or she is to be successful as a leader. Generally, this literature tends to include compilations of tasks, responsibilities, and functions collected by techniques ranging from solicitation of expert opinions to distillations from exhaustive studies.

Yukl (1982) identified three general categories of skills which have been found to be relevant for managers and administrators.

These were: (1) technical skills such as knowledge about methods, processes and procedures; (2) interpersonal skills involving the ability to establish cooperative relationships through diplomacy, charm, empathy and social sensitivity; and (3) conceptual skills such as concept formation, creativity in idea generation and problem solving, and ability to analyze events, perceive trends, anticipate changes, and recognize opportunities.

Giammatteo (1981) identified and defined five skills necessary for competent leadership. These were: (a) skills of personal behavior, (b) skills of communication, (c) skills in equality, (d) skills of organization, and (e) skills of self-examination.

Bebermeyer (1982) identified certain characteristic personal skills of the leader whose school has a productive and satisfying climate:

1. Takes initiative.
2. Uses decision-making process which involves input from those affected by the decision.
3. Demonstrates consideration for those with whom he or she works.
4. Communicates openly and encourages others to do so.
5. Establishes and maintains well-defined structures.
6. Uses a logical, clear, problem-solving process.

7. Demonstrates and communicates high expectations for self and others.

Yukl (1982) cataloged the most important functions performed by principals:

1. Develops goals, policies, and directions.
2. Organizes the school and designs programs to accomplish the goals.
3. Monitors progress, solves problems, and maintains order.
4. Procures, manages, and allocates resources.
5. Creates a climate for personal and professional growth and development.
6. Represents the school to the district office and the outside community.

Fiedler and Chemers (1974), however, concluded that, considering all competencies, indicators, tasks, and responsibilities which various studies and experts have shown to be necessary for the successful administrator, the fact still remains that: from a theoretical as well as intuitive point of view, the interpersonal relationship between the leader and his group members is likely to be the most important single variable which determines his power and influence.

Summary

From the review of the literature, there seems to be an agreement that the leadership styles which are found to be most

effective are those styles which promote a healthy emphasis on human relations. Literature in the area of administrator competencies consistently include human relations skills among those skills considered necessary for the successful administrator. The interpersonal relationship between subordinate and superior, therefore, seems to be a key factor in creating a healthy organizational climate.

Although schools' production output cannot be measured in the same way in which industrial production is measured, the process of education does involve interaction between subordinates (teachers) and superordinates (principals). Literature indicates that these interpersonal relations are just as crucial in the educational organization as in other organizations. In public schools, part of the subordinate/superior interaction process involves the formal evaluation of administrators by teachers. If, then, schools' administrators are to be rated on their success in meeting certain generally accepted competencies, the question emerges as to what relationship, if any, exists between these evaluations and teacher perception of the quality of teacher-principal relations.

The next chapter presents the theoretical framework on which the study is based.

CHAPTER III

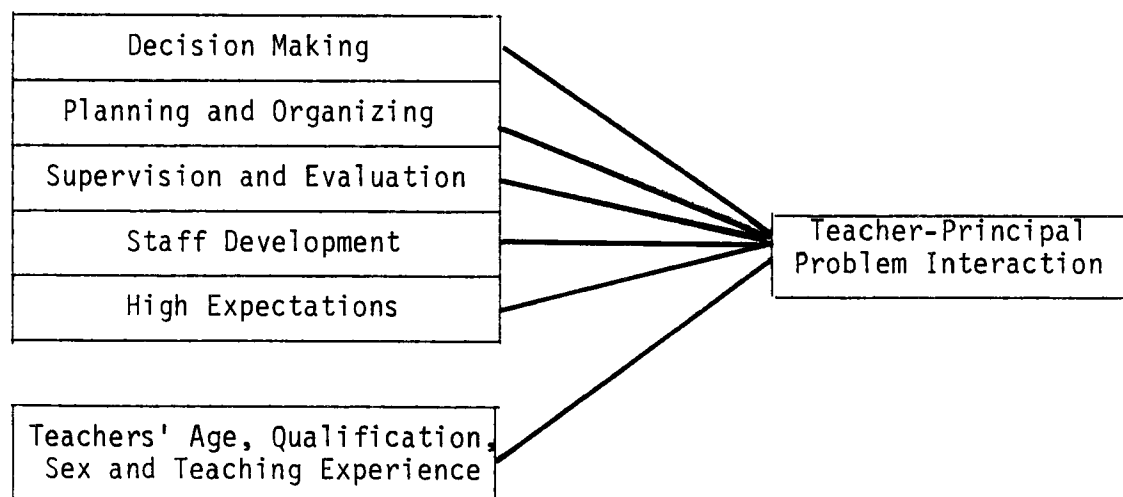
THEORETICAL FRAMEWORK

This study determined whether there is a relationship between teacher evaluation of elementary school principals on selected administrative areas of responsibility, teachers' ratings of these same principals on teacher-principal problem interaction and demographic variables in an urban county in Georgia. The dependent variable in this study is teacher-principal problem interaction. The independent variables in this study are Decision Making; Planning and Organizing; Supervision and Evaluation; Staff Development; High Expectations; and Teachers' Age, Qualification, Sex and Teaching Experience. The diagram below demonstrates these variables for concise explanation.

Independent Variables

Teachers' evaluation
of principals in:

Dependent Variable



Definition of Variables

1. Decision Making refers to that process by which principals recognize, study, and evaluate problems between him/her and the teachers in order to resolve the problems. In this process such items as the following could be addressed or adhered to: concerns that affect both the principals and the teachers, teachers' expressions regarding problems under discussion with the principals, the principals' fairness before making discussions by eliminating personal elements, regard for teachers' job performance while executing authoritative policy, and opportunities for teachers to make their feelings known during principal-teacher problem interaction.

2. Planning and Organizing refer to the processes by which the principal arranges and schedules events so that classroom instruction would not be hindered without prior notice. They also include the principals' consideration of teachers' assignments with regard to teachers' strengths and weaknesses. In addition, these processes refer to the principals' ensuring the availability and proper functioning of instructional materials and equipment as well as the maintenance of facilities for performing duties.

3. Supervision and Evaluation refer to the principals' plan of supervision and evaluation in which both the principals and the teachers set performance goals and objectives. It further refers to the support provided to the teachers by the principals

and the development of plans for improved performance. Examining and judging teachers by a set schedule and criteria about which teachers have been informed in advance are also a part of the supervision and evaluation process.

4. Staff Development refers to the plan for staff improvement in which literature is provided for teachers' use, encouragement in participation in professional meetings is given, and aid is rendered to teachers in executing ideas for staff development.

5. High Expectations refers to the level of performance set by the principal for his teachers in their work with the students. This includes high level performance, support from other staff members who need assistance in meeting the set standards, and rewards for those teachers who meet the expected level of performance in their grade levels, subject areas, committee and extra duty assignments.

6. Teacher's Age refers to the number of years a teacher has lived and those years are categorized as follows: 21-25; 26-35; 36+.

7. Teacher's Qualification refers to the educational background of the teacher (degrees held), such as B.S., B.A., M.A., M.S., Ed.S., Ed.D., and Ph.D.

8. Teacher's Sex refers to gender, either male or female.

9. Teaching Experience refers to years of teaching in the present position, such as 1 to 5 years; 6 to 10 years; 11 to 15 years; 16 to 20 years; or over 21 years.

Dependent Variable

Teacher-Principal Problem Interaction refers to the teacher's degree of satisfaction with the problem interaction skills of their principal in a given situation.

Relationship of the Variables

Decision Making can have an effect on teacher-principal problem interaction. It is often considered to consist of problem solving, or planning or organizing, and is sometimes extended to include all aspects of thinking and acting. The literature on organizational decision making, however, stresses choice making as the key feature. Choice may be exercised in a simple situation such as a route to walk from one office to another or it may be required in a complicated situation that involves conflicting goals and values on long-range planning for an entire organization.

According to Elbing (1978), a manager must be concerned with decision making as the total problem-solving process. He lists five "steps which constitute a generic model of the total management for the decision making process." They are:

1. Perception of the environment or situation: observing and becoming sensitive to potential problem situations.
2. Diagnosis: attempting to understand what is happening in a particular problem situation.
3. Definition of the problem to be solved: identifying and stating a problem in relation to organizational and personal goals.

4. Determination of alternative methods and solutions and choice of the best solution: selecting a course of action from a series of alternatives.

5. Implementation of the chosen solution: the entire process of actualizing the chosen solution. Principals who will score well on decision making skills must involve others in decisions and communicate decisions and rationale to others.

Planning and Organizing - Goodlad (1983) stated that all principals must assess their own school situation, staff members and community. They should plan with experienced and first-year teachers. They should plan a "buddy system" of matching experienced teachers with beginning teachers, encourage teachers to visit each other, provide time for professional talk, and encourage teachers to work in groups where they can control part of their own teaching schedules, materials and curriculum.

Biagioli (1977), in his study, stated that planning and organizing recognize a need, implement the machinery to deal with the need and demonstrate the performance in fulfilling the needs. He further stated that planning and organizing link the coordination of activities to the planning team, and it gives adequate channels of communication between the planning team, the board of education, and the school builders.

Supervision and Evaluation - Inadequate leadership is the most often cited reason given by teachers as to why they leave the teaching profession. The "Teacher Attrition Study" for the State of Georgia (1981) confirmed this.

According to survey results, the number one operational problem of the public school system is the school administration; that is, the school principals . . . , the overall level of good management, as rated by the teachers surveyed, is disgracefully low. Over one out of every four, 25.9% of the principals, were rated as poor or very poor, and 21.8% were rated as only fair Improved supervision and evaluation by principals in public schools would seem mandatory (1981, pp. 31-32).

The survey results tend to show the need for principals to be skilled in supervision and evaluation.

Cross (1981) said that while attempts to correlate personal attributes have been unsuccessful, studies relating principals' behaviors to school attributes had been more successful.

Gorton and McIntyre (1978) identified effective principals as hardworking, dedicated individuals who were people-oriented and enjoyed strong support from students, teachers, parents and district office. These principals communicated with

teachers openly, positively and enthusiastically. Vision and analytic skills in combination seem to distinguish effective principals according to Manasse (1984).

Staff Development - Needs assessment is important in staff development; therefore, before staff development programs can begin, the needs assessment has to be executed with the staff. One such example was that conducted in a study by Bass (1976). The purpose of that study was to assess the staff development needs of elementary teachers before the placement of exceptional children in the classroom. A questionnaire was used to determine: (1) how these teachers defined exceptional children, (2) what they thought were the needs of exceptional children, and (3) what the staff development needs of teachers would be if an exceptional child were placed in their classroom.

High Expectations - Principals' high expectations of their teachers and students can impact teacher-principal problem interaction. Principals expect teachers to perform at high levels. According to Benjamin (1981), effective principals were those who understood the school's educational program inside out and spent about half their time in the school's halls and classrooms. They also set high expectations for their teachers and students.

Demographic Variables of teachers' age, sex, qualification and teaching experience could have an impact on teacher-principal problem interaction. Age and years of experience can impact

teacher-principal problem interaction. Bernice Garnett Pinckney-Maynard (1986) conducted research to investigate the influence of principal tenure upon leadership performance. Local school management formed a part of leadership performance.

Leadership performance was assessed by means of teacher evaluations. Random selection of one-third of all principals in the elementary, junior high, middle, senior high, career education, special education state schools was the method used for participation in this study. Twenty percent of the teachers in the participating groups were randomly selected to evaluate their principal's performance on an instrument containing fifty-four items.

A t-test was used to determine significant differences between tenured and non-tenured principals relative to select demographic variables including age, gender, academic level, and years of experience in position. An analysis of variance was used to test for interaction effects between tenure and academic levels.

The tenured principals were rated significantly higher than non-tenured principals by teachers in all categories of evaluation including educational leadership, management ability, communication, professional growth, and personal traits. Only three demographic variables were significant--age, years of experience and years in present position.

The Utility of Fundamental Interpersonal Relations Orientation Behavior (FIRO-B) in Predicting Principal Success by School

Type--In his study, Richard E. Blue used four instruments to measure the independent and dependent variables. They were the FIRO-B Questionnaire, the Principal Performance Rating Form, the Executive Professional Questionnaire, and the Instructional Environment Questionnaire.

Data were collected from 45 schools in Anchorage, Alaska. Participants were 426 teachers and 45 principals. A hierarchical multiple regression technique was used to test the relationship between principals' interpersonal needs and their effectiveness with sex and school type used as controlling factors.

F tests revealed that significant relationships existed between the interaction terms of school type and the FIRO-B dimensions of inclusion and affection. Interpersonal needs expressed by the FIRO-B inclusion and affection scales were differently related to the Executive Professional Questionnaire when school type is considered. For principals with open schools, high scores on inclusion and affection result in high effectiveness rating by teachers on the Executive Professional Questionnaire. An inverse relationship exists between inclusion and affection scores and teacher effectiveness ratings for principals of traditional schools.

Fatmeh Rashid Farokhi was comparing teachers' satisfaction with their principal for subgroups that were determined by the principal's highest degree earned. In addition, this study had as its purpose the comparison of teachers' satisfaction with their

principal for subgroups that were determined by the grade level of the school. As these comparisons were executed, allowances for differences were made according to the following demographic variables such as the teachers' highest degree earned, the teachers' and principals' age, the teachers' and principals' sex, the teachers' and principals' race and the teachers' and principals' years of experience in education.

There were ten teachers randomly selected from 180 Georgia schools participating in this study. Mullen's Leadership Problem Interaction Survey (LPIS) was used to measure teachers' satisfaction with selected characteristics of their principals. Analysis of variance was used to test for significance at the .01 level for subgroups using the highest degree earned, grade level of the school, and such variables regarding the teachers' and principals' age, race, gender, and years of experience in education. Findings indicated that no significant differences existed in teacher satisfaction with their principals for subgroups based on principal's highest degree, grade level of school, or the combination of the two.

All of the null hypotheses were accepted which meant that none of the independent variables affected or were correlated with the variable, "Teacher Satisfaction," as measured by the LPIS. The researcher concluded that conducting further research in the area of teacher satisfaction with leadership and the use of a different

instrument or even a larger and different geographical sample would prove fruitful.

In Timothy W. McCarthy's study, the purpose was to examine the relationships among teacher trust toward the principal, teacher job satisfaction, and teacher perception of principal effectiveness. In this study, there were no significant differences among trust, job satisfaction, perceived principal effectiveness and school environment variables. These variables were grade level taught, school size, years of teaching experience, years of present principal, number of principals worked for in their career, sex and salary. Significant differences were anticipated based on the review of literature between job satisfaction and the number of years of teaching experience, sex, and salary. No such relationships, however, were found to exist.

Null Hypotheses

H₁: There is no statistically significant relationship between the principals' skills in decision making and the teachers' ratings of the principal on teacher-principal problem interaction.

H₂: There is no statistically significant relationship between the principals' skill in planning and organizing and the teachers' ratings of the principal on teacher-principal problem interaction.

H₃: There is no statistically significant relationship between the principals' skill in supervision and evaluation and the

teachers' ratings of the principal on teacher-principal problem interaction.

H₄: There is no statistically significant relationship between the principals providing staff development and the teachers' ratings of the principal on teacher-principal problem interaction.

H₅: There is no statistically significant relationship between the principals' high expectations of their teachers and students and the teachers' ratings of the principal on teacher-principal problem interaction.

H₆: There is no statistically significant relationship between teachers' age, qualification, sex, teaching experience and teachers' ratings of the principal on teacher-principal problem interaction.

H₇: There is no statistically significant relationship among decision making, planning and organizing, supervision and evaluation, staff development, high expectations, and teachers' age, qualification, sex, teaching experience, and the teachers' ratings of the principal on teacher-principal problem interaction.

Summary

Chapter III contained the theoretical framework which involved the definition of variables, both independent and dependent, and the relationship of the variables. The next chapter presents the research design and procedures.

CHAPTER IV
RESEARCH DESIGN AND PROCEDURES
Restatement of the Problem

The purpose of this study was to determine if there is a relationship between teachers' evaluation of elementary school principals on selected administrative areas of responsibility, teachers' ratings of these same principals on teacher-principal problem interaction, and demographic variables in an urban county in Georgia; more specifically, teacher evaluation of principals in the areas of decision making, planning and organizing, supervision and evaluation, staff development, high expectations, and demographic variables. These areas were compared with ratings of the same principals on Mullen's Leadership Problem Interaction Survey (LPIS) and Profile for Assessment of Leadership (PAL) to determine if there was a relationship between the two ratings.

Unit of Analysis

For statistical purposes, the unit of analysis for this study was the individual school principal for correlation of the PAL variables and teacher-principal problem interaction and the individual teacher for correlation of the demographic variables and teacher-principal problem interaction.

Research Question

The following research question was used to guide the study: Is there any relationship between the teachers' demographic variables of age, level of qualification, sex, and teaching experience and the teachers' ratings of the principal on teacher-principal problem interaction?

Selection of Population

The population for this study was restricted to elementary schools in an urban county school district in Georgia. It was further restricted to the elementary school principals being evaluated by their teachers for the 1986-87 school year. The Georgia Department of Education and this urban county board of education recognize grades kindergarten through seven as elementary schools. This is evidenced by the fact that teachers in this school district are certified and hold teaching certificates in primary K-4 and middle grades 4-8 in the elementary schools. There are 54 schools in this school district which fit within this framework. Names of the schools and principals are anonymous to the researcher.

Research Sample

Each of the 54 elementary schools in this urban school district was assigned a number, and an initial sample of 27 schools was obtained by use of a table of random numbers. Of the 27 schools and 690 teachers who could participate in this study, only 23 schools responded with a 590 teachers' response.

Specific Procedures

Data for this study were collected during the spring quarter of the 1986-87 school year. The packets of survey materials were delivered to the 27 randomly selected principals.

This packet included:

1. Letter to Principal
2. Instructions to Principal
3. Directions for Administering Survey
4. Survey Forms and Answer Sheets for Teachers

The researcher requested that the survey forms be completed and returned to him within one week.

Statistical Procedures

Using the school as the unit of analysis, a Pearson product moment correlation coefficient (r) was used to compute the schools' total mean intensity score on the LPIS and the schools' total mean score the PAL. The level of significance for rejecting the null hypotheses was at the .001 level.

Instrumentation

The administrators' Profile for Assessment of Leadership (PAL) of DeKalb County, Georgia and David J. Mullen's Leadership Problem Interaction Survey (LPIS) were the two instruments used to compile the data for this study.

Leadership Problem Interaction Survey

The Leadership Problem Interaction Survey was developed by Mullen (1980). It was designed to measure subordinates' degrees of satisfaction in relation to the problem interaction skills of their superordinates. The instrument contains 10 items which describe problem interaction processes. Each item provides an opportunity to assess a situation both as the respondent believes it "is" and as it "should be." Respondents chose from five answers which range from "I don't know" (scored as 0) to "almost always" (scored as 4). All five responses were included both for the "is" and for the "should be" sections. A Likert-type scale was used so that each response had a numerical score ranging from 0 to 4.

The degree of satisfaction was reflected in an intensity score which was computed by subtracting the squared mean of the "is" responses from the squared mean of the "should be" responses. A higher intensity score indicated a lower degree of satisfaction and a lower intensity score indicated a high degree of satisfaction. Intensity score ranged from 0 to 16, with 16 being the highest degree of dissatisfaction. The 10-item LPIS takes about 10 minutes to complete.

Reliability and Validity of the LPIS

Reliability and validity of the LPIS were determined from data collected by Wallace (1981). The final sample consisted of 120 North Carolina junior high schools, from which 3,922 teachers

responded to two survey instruments used by Wallace: The Diagnostic Survey for Leadership Improvement (DSLII) and the Leadership Problem Interaction Survey. In each participating school, half of the faculty responded to the LPIS and the DSLII.

According to Thorndyke and Hagen (1977), reliability of an instrument gives an indication of the extent to which its measurements are consistent and reproducible. Wallace (1981) computed the reliability of the LPIS by using the Cronbach Alpha test of internal consistency. An analysis of items and test homogeneity yielded an internal consistency coefficient of .89. Wallace also noted that when the indices were projected to a Cronbach Alpha test of 100 items, the reliability coefficient rose to .98. According to Borg and Gall (1983), "the more closely a reliability coefficient is to the value of 1.00, the more the test is free of error variance and is a measure of the true difference among persons in the dimensions assessed by the test." (p. 283)

Wallace (1981) then determined the concurrent validity of the LPIS by computing a Pearson product moment correlation coefficient (r) using the pairs of intensity scores for the DSLII and the LPIS for each of the 120 schools which participated in the study. He, therefore, found that "the LPIS is a valid instrument for measuring the perceived satisfaction of teachers in regard to selected leadership qualities of their principals" (pp. 182-183).

The Profile for Assessment of Leadership was developed by DeKalb County, Georgia administrators and teachers in 1982 as an evaluating instrument to stimulate self-appraisal and to provide data for making decisions for more effective and efficient training of personnel. It was developed over a three-year period by DeKalb County, Georgia teachers and administrators prior to being adopted by the DeKalb County School System (1983). The eighty-eight behaviors included were gleaned from over 10,000 principal behaviors identified by Project R.O.M.E. (Ellett, 1978), and other leadership research documents. The reduction of behaviors was completed by verification studies through an expert panel. Finally, four hundred (400) behaviors were sent to two thousand (2,000) educators throughout the State of Georgia to respond regarding whether the behaviors were appropriate to effective leadership. A field test was conducted during 1982 with thirteen principals. The results were used to revise the instrument to its present form. It consists of eight "generic" competencies for educational leaders. They are: (1) relating to other people, (2) communicating effectively, (3) making decisions, (4) planning and organizing, (5) supervising and evaluating, (6) improving professionally and providing staff opportunity, (7) protecting time on task for teacher and student, and (8) holding high expectations of students and teachers. Each broad competency is divided into indicators which further describe the competency, and each indicator is subdivided into descriptors of behaviors. For example,

Competency I (The Educational Leader Demonstrates Skill in Relating to Others) is divided into four indicators: (1) promoting positive relationships, (2) respecting opinions of others, (3) managing conflicts, and (4) maintaining integrity. Indicator I (positive relationships) has four descriptors or behaviors indicating that an administrator who is competent in this area will give recognition and praise to staff, colleagues, and members of the community; demonstrate courtesy; demonstrate relevant personal knowledge and interest in staff and other associates; and demonstrate impartiality.

This instrument contains 92 items for the eight "generic" competencies, but for this study, only 57 items were used in competencies 3, 4, 5, 6, and 8. Respondents marked "A - Always; B - Often; C - Seldom; and D - Never" on a computer scan sheet. The data from teachers were compiled by the central computer from the urban county school system's Research and Evaluation Department.

Validity of the Pal

Content validity is demonstrated for an instrument when it can be shown that behaviors to be studied "constitute a representative sample of behaviors to be exhibited in a desired performance domain" (Davis, 1974, p. 28). Content validity for the PAL was provided as a result of a study which included 500 administrators. Four hundred fifty of the administrators responded to the instrument (Tucker, 1984).

Reliability of the PAL

The writer reviewed literature relative to the validity and reliability of the PAL and found that a content validity study was conducted by Tucker (1983) using 180 "generic" leadership behaviors. These 180 items were sent to five hundred college professors, elementary and secondary school teachers, and administrators and superintendents in Georgia. The data were analyzed and these leadership behaviors were reduced from the original 180 to 92 behaviors. These behaviors were then organized into competencies, indicators, and descriptors. Criterion-related validity had been investigated by correlating the PAL field test scores to a variety of criterion variables, such as student achievement on standardized tests, socioeconomic status, race, teacher absences, student absences, and off task factors as perceived by teachers in schools of the administrators being rated.

Type of Research

Survey research, using two separate questionnaires, was the research technique used in this study. According to Borg and Gall (1983), "survey research utilizes a variety of instruments and methods to study relationships, effects of treatments, longitudinal changes, and comparisons between groups" (p. 405). Studies using survey questionnaires account for a substantial percentage of the research done in the field of education. In fact, Haller (1979) noted that almost 80% of all educational administration

dissertations completed during the period of 1960-66 relied on the questionnaire and survey research technique.

A cross-sectional survey was carried out using the Leadership Problem Interaction Survey (Mullen, 1980) and the DeKalb County, Georgia Profile for Assessment of Leadership (4th ed., 1984). According to Borg and Gall (1983), "in a cross-sectional survey, standardized information is collected from a sample drawn from a predetermined population" (p. 406). A "time-bound" association was used to compare individual teachers' ratings of their principals on the LPIS and the PAL to determine if a relationship exists between the two ratings.

Research Design

This study of the relationship between teachers' ratings of their principals on teacher-principal problem interaction and on selected administrative areas of responsibility was carried out within a correlational design. This design involved the collection of data which determines if, and to what degree, a relationship exists between two or more quantifiable variables (Gay, 1981). The degree of relationship was expressed as a correlation coefficient.

Research Variables

It was the researcher's intent of this study not to hypothesize how either variable would affect the other, but rather that there would be a relationship between the independent and

dependent variables. Rosenthal and Rosnow (1975) suggested that there are cases, especially in dealing with relationships, when reference will be made to variables without distinguishing independent and dependent variables.

Analysis of Data

The correlation coefficient for the data in this study was computed by using the Pearson Product Moment Correlation (r). According to Gay (1981), "since the Pearson r results is the most reliable estimate of correlation, its use is preferred even when other methods may be applied." The Pearson r statistic is a bivariate correlation coefficient which has the capacity to describe in mathematical terms the strength of relationship between two variables.

Significance Level

In determining whether or not to reject the null hypothesis of a study, a test of statistical significance must be conducted. The level of significance tells the chance probability of finding differences between the means. If the difference between the mean is larger, then the p value is smaller. The researcher has more confidence in rejecting the null hypothesis when the level of significance is lower. For example, if there is a difference of five (5) points between the two means and our statistics tell us that there is only one chance in a thousand of finding a five-point difference ($p = 0.001$), then it is only logical to assume that the null hypothesis is false and rejects it.

Limitations

1. This study was limited to elementary grade schools in an urban county school system in Georgia.
2. This study was limited to those schools and teachers from the randomly selected sample who participated.
3. This study was limited to 23 schools and 590 teachers from the randomly selected sample.

CHAPTER V

ANALYSIS OF THE DATA

There were six analyses performed on the data used in this study. These analyses are: the Mean (Table 1), Pearson Correlation (Table 2), Factor Analysis (Table 3), Frequencies (Tables 4, 5, 6, 7), Stepwise and Enter (Multiple Regression, Tables 8 and 9). A total of five hundred and ninety cases was processed from twenty-three schools. The data were treated with the above mentioned analyses to determine if the hypotheses were accepted or rejected.

A mean analysis was performed on all of the variables used in the study. The mean score for the competencies ranged from 76.27 to 86.44 (Table 1), and the mean for the age was 2.49 which falls in the age group range of 26-35 years of age. The mean for teaching experience in present school was 6.29 years; the mean for the total number of years of teaching experience was 11.9 years and the average degree held was the Master of Arts degree. The mean for sex was 1.94 which reflects more females participating in the study and the mean for the LPIS total test score was 39.54 (Table 1).

The first null hypothesis states that there is no statistically significant relationship between principals' skills

Table 1
Mean Analysis

Variable	No. of Cases	Mean	Standard Deviation
DECMAC.	525	81.3086	11.1822
PLAN.	525	86.4495	6.3312
SUPEREV.	525	81.0514	8.9777
STADEV.	525	79.1295	10.8548
HIEX.	525	76.2743	12.4226
AGE	559	2.4919	.6822
TEXPS.	559	6.2934	5.5147
TTEXP.	559	11.9857	8.4977
QUAL.	559	2.8998	1.1627
SEX	486	1.9444	.2293
LPIS	572	39.5437	25.5748

Legend:

- DECMAC. = Principals' decision-making skills.
- PLAN. = Principals' skills in planning and organizing.
- SUPEREV. = The educational leader demonstrates skills in supervision and evaluation.
- STADEV. = The educational leader improves professionally and provides staff with opportunities for professional improvement (staff development).
- HIEX. = Principals' level of expectations of teachers and students (high expectations).
- AGE = Age
- TEXPS. = Teaching experience in present school.
- TTEXP. = Total years of teaching experience.

QUAL. = Qualification
SEX = Male or Female
LPIS = Leader Problem Interaction Survey

in decision making and the teachers' ratings of the principal on teacher-principal problem interaction. A Pearson Product-Moment Correlation of responses from the Leadership Problem Interaction Survey (LPIS) and the Profile for Assessment of Leadership (PAL) shows that there is a significant correlation between principals' skills in decision making and teachers' rating of the principal on teacher-principal problem interaction. There was a Pearson r coefficient of .29553 at the .001 significance level. This means that the first null hypothesis was rejected (Table 2).

The second null hypothesis states that there is no statistically significant relationship between the principals' skill in planning and organizing and the teachers' rating of the principal on the teacher-principal problem interaction survey (LPIS). A Pearson Product-Moment Correlation of responses from the LPIS and PAL shows that there is a significant correlation between principals' skills in planning and organizing and the teachers' rating of the principal on the teacher-principal problem interaction survey. There was a Pearson r coefficient of .28769 at the .001 significance level. This means that the second null hypothesis was rejected (Table 2).

Table 2

Correlation Matrix of All Variables

(N = 590)

	LPIS	DECMAC.	PLAN.	SUPEREV.	STADEV.
LPIS	1.00000				
DECMAC.	.29553	1.00000			
PLAN.	.28769	.89346	1.00000		
SUPEREV.	.17544	.41426	.64803	1.00000	
STADEV.	.29989	.73853	.81259	.74241	1.00000
HIEX.*	.32698	.78092	.81396	.56418	.81912
AGE*	.12230	.19906	.23546	.16695	.21477
TEXPS.	.07636	.15468	.17219	.12821	.17385
TTEXP.	.06526	.16000	.18010	.12238	.18813
QUAL.	.05979	.07624	.07747	.13864	.13977
SEX	.05917	.00375	-.01885	-.05401	-.01247
(Table continues)					

	HIEX.	AGE	TEXPS.	TTEXP.	QUAL.	SEX
HIEX.*	1.00000					
AGE	.19519	1.00000				
TEXPS.	.16981	.40409	1.00000			
TTEXP.	.16475	.54898	.52668	1.00000		
QUAL.	.07447	.26331	.31426	.32833	1.00000	
SEX	-.01088	.00200	.05585	.01183	-.08003	1.00000

Legend: *Significant relationship Significance Level R = .001

LPIS = Leader Problem Interaction Survey

DECMAC.= The educational leader demonstrates skill in making decisions.

PLAN. = The educational leader demonstrates planning and organizational skills.

SUPEREV. = The educational leader demonstrates skills in supervision and evaluation.

STADEV. = The educational leader improves professionally and provides staff with opportunities for professional improvement.

HIEX. = The educational leader has high expectations of staff members and students.

AGE = Age

TEXPS. = Teaching experience in present school
TTEXP. = Total years of teaching experience
QUAL. = Qualification
SEX = Male or female

The third null hypothesis states that there is no statistically significant relationship between the principals' skill in supervision and evaluation and the teachers' rating of the principal on teacher-principal problem interaction. A Pearson Product-Moment Correlation of responses from the LPIS and PAL shows that there is a significant correlation between principals' skills in supervision and evaluation and the teachers' rating of the principal on the teacher-principal problem interaction. There was a Pearson r coefficient of .17544 at the .001 significance level. This means that the third null hypothesis was rejected (Table 2).

The fourth null hypothesis states that there is no statistically significant relationship between the principals providing staff development and the teachers' ratings of the principal on teacher-principal problem interaction. A Pearson Product-Moment Correlation of responses from the LPIS and the PAL shows that there is a significant correlation between principals providing staff development and the teachers' ratings of the principal on the teacher-principal problem interaction.

There was a Pearson r coefficient of .29989 at the .001 significance level. This means that the fourth null hypothesis was rejected (Table 2).

The fifth null hypothesis states that there is no statistically significant relationship between principals' high expectations of teachers and students and teachers' ratings of the principal on teacher-principal problem interaction. A Pearson Product-Moment Correlation of responses from the LPIS and the PAL shows that there is a significant correlation between principals' high expectations of teachers and students and the teachers' ratings of the principal on the teacher-principal problem interaction. There was a Pearson r coefficient of .32698 at the .001 significance level. This means that the fifth null hypothesis was rejected (Table 2).

The sixth null hypothesis states that there is no statistically significant relationship between teachers' age, qualification, sex, teaching experience and teachers' ratings of the principal on teacher-principal problem interaction. A Pearson Product-Moment Correlation of responses from the LPIS and the PAL shows that there is a significant correlation between age and LPIS, but that there is no significant relationship between qualification, sex, teaching experience and the LPIS. There was a Pearson r coefficient of .12230 at the .001 significance level. This means that the sixth null hypothesis was partially accepted (Table 2).

The seventh and last hypothesis states that there is no statistically significant relationship among decision making, planning and organizing, supervision and evaluation, staff development, high expectations, teachers' age, qualification, sex, teaching experience, and the teachers' ratings of the principal on teacher-principal problem interaction. A Pearson Product-Moment Correlation of responses from the LPIS and the PAL shows that there is a significant relationship between all the variables on the PAL instrument and the LPIS, and also that there is significant relationship between age and LPIS. This means that the seventh null hypothesis is partially rejected because only one demographic variable, age, has a significant relationship with LPIS (Table 2).

A factor analysis was performed on the variables used in the study. The responses of this analysis show that all of the variables of the PAL instrument were conceptually compatible into factor 1. The demographic data gathered rotated into factor 2, and variable LPIS and sex rotated conceptually into factor 3 (Table 3).

The results of the factor analysis showed that the study used three conceptually different variables: the PAL, demographic data, and the LPIS. It can also be viewed that the variable, sex, rotated into the third factor with the LPIS variable partly because there were more females participating in the LPIS survey (Tables 4, 5, 6 and 7).

Table 3
Factor Analysis
(N = 590)

Variable	Factor 1	Factor 2	Factor 3
PLAN.	.92913	.10840	.08236
STADEV.	.92573	.12668	.01234
HIEX.	.88043	.09328	.10104
DECMAX.	.87119	.08593	.15957
SUPEREV.	.74258	.9764	-.16378
TTEXP.	.08558	.83033	.06037
TEXPS.	.08622	.76097	.11492
AGE	.13891	.74326	.08465
QUAL.	.06581	.59754	-.28354
SEX	-.08062	-.00107	.86570
LPIS	.32926	.07256	.40725

Table 4
Frequency of Respondents by Sex
(N = 590)

Sex	Value	Frequency	Percent	Valid Percent
Male	1.00	27	4.6	5.6
Female	2.00	459	77.8	94.4
		104	17.6	missing
TOTAL		590	100.0	100.0
Valid cases - - - - -		486	Missing cases - - - - 104	

Table 4 shows 459 female respondents and 27 male respondents, making a total of 486 respondents indicating their sex. On the other hand, there were 104 respondents who did not indicate either sex.

Table 5
Frequency of Respondents by Age
(N = 590)

Age	Frequency	Percent	Valid Percent
Less than 21	5	.8	.9
21-25	45	7.6	8.1
26-35	179	30.3	32.0
36+	330	55.9	59.0
	31	5.3	missing
<hr/>			
TOTAL	590	100.0	100.0

Table 5 indicates age ranges and the highest frequency fell at the age of 36 years and above. On this table, this frequency is seen at three with a valid percent of 59.0.

Table 6
Frequency of Respondents by Qualification
(N = 590)

Highest Degree Held	Frequency	Percent	Valid Percent
B.A.	14	2.4	2.5
B.S.	51	8.6	9.1
M.A.	120	21.7	22.9
M.S.	185	31.4	33.1
Ed.S.	153	25.9	27.4
Ed.D.	22	3.7	3.9
Ph.D.	1	.2	.2
	31	5.3	missing
TOTAL	590	100.0	100.0

Table 6 shows that the highest degree held was the Master's degree.

Table 7
Frequency of Respondents by
Years of Teaching Experience
(N = 590)

Years of Teaching Exp. in Present School	Frequency	Percent	Valid Percent
Less than 1 year	5	.8	.9
1	131	22.2	23.4
2	65	11.0	11.6
3	44	7.5	7.9
4	41	6.9	7.3
5	32	5.4	5.7
6	22	3.7	3.9
7	25	4.2	4.5
8	20	3.4	3.6
9	19	3.2	3.4
10	33	5.6	5.9
11	21	3.6	3.8
12	11	1.9	2.0
13	10	1.7	1.8
14	14	2.4	2.5
15	15	2.5	2.7
16	29	3.2	3.4
17	7	1.2	1.3
18	6	1.0	1.1
19	7	1.2	1.3
20	5	.8	.9
21	2	.3	.4

(Table continues)

Years of Teaching Exp. in Present School	Frequency	Percent	Valid Percent
22	3	.5	.5
23	1	.2	.2
24	1	.2	.2
.	31	5.3	missing
TOTAL	590	100.0	100.0

Table 7 shows the teachers' present years of experience, which ranged from less than a year to twenty-four years. The greatest number of respondents had one year of teaching experience. Of the 590 teachers surveyed, 559 responded, leaving 31 respondents who did not give their years of teaching experience.

A multiple regression was performed using the LPIS as the dependent variable and other variables one through five--decision making, planning and organizing, supervision and evaluation, staff development and high expectations--sex, teaching experience in present school, total years of teaching experience and qualification as the independent variables.

The Stepwise and Enter methods were performed. The Stepwise method shows that high expectations of teachers and students was the only independent variable having an influence on the dependent variable, LPIS. The Beta coefficient was .3269 with a Multiple R of .32698 (Table 8).

Table 8
Stepwise Method
(N = 590)

Multiple R = .32698

F = 70.39111

R Square = .10691

Signif F = .000

Variables in the Equation

Variable	Beta	T	Sig T
*HIEX	.326977	8.390	.0000
(Constant)		-2.174	.0301

Variables Not in the Equation

Variable	Beta	T	Sig T
DECMAX.	.102997	1.654	.0988
PLAN.	.063840	.952	.3417
SUPEREV.	-.013255	-.281	.7791
STADEV.	.097431	1.435	.1517
SEX	.062736	1.612	.1075
AGE	.060797	1.532	.1261
TEXPS.	.021460	.542	.5878
TTEXP.	.011712	.296	.7672
QUAL.	.035637	.912	.3623

*Significant Variable

Table 9
Enter Method
(N = 590)

Variables Entered on Step Number:

2 = SEX	7 = TTEXP.
3 = QUAL.	8 = STADEV.
4 = AGE	9 = DECMAX.
5 = TEXPS.	10 = PLAN.
6 = SUPEREV.	

Multiple R = .36427

F = 6.77892

R Square = .13269

Signif F = .0000

Variables in the Equation

Variable	Beta	T	Sig T
<hr/>			
HIEX	.235880	2.880	.0041
SEX	.068047	1.731	.0839
QUAL.	.031962	.750	.4535
AGE	.069864	1.455	.1463
TEXPS.	.005137	.108	.9137
SUPEREV.	.051139	.538	.5905
TTEXP.	-.055268	-1.070	.2850
STADEV.	.226225	1.744	.0817
DECMAX.	.132516	.909	.3638
PLAN.	-.152487	-1.161	.2459
(Constant)		.249	.8035

The Enter method entered all the variables in ten steps. The Multiple R coefficient is .3642. The multiple regression shows that all the independent variables have some influence in the regression equation (Table 9).

This chapter has presented a detailed analysis of the data. The final chapter contains a summary of the study, implications, conclusions and recommendations.

CHAPTER VI

SUMMARY, IMPLICATIONS, CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into four main sections: Summary of the Study, Implications, Conclusions and Recommendations.

Summary of the Study

This study has enlisted the use of two validated instruments: the Profile for Assessment of Leadership (PAL) instrument and the Leadership Problem Interaction Survey (LPIS). The focus of this study was to determine if there is a relationship between teacher perception of the quality of interpersonal relationships between teachers and principal and the teachers' perceptions of the effectiveness with which the principal carries out professional responsibilities.

There seems to be an agreement that the leadership styles which are found to be most effective are those styles which promote a healthy emphasis on human relations. Literature in the area of administrator competencies consistently include human relations skills among those skills considered necessary for the successful administrator. The interpersonal relationship between subordinate and superior, therefore, seems to be a key factor in creating a healthy organizational climate.

Interpersonal relations are just as crucial in the educational organizations as in other organizations. In public schools, part of the subordinate-superior interaction process involves the formal evaluation of administrators by teachers. If, then, schools' administrators are to be rated on their success in meeting certain generally accepted competencies, the question emerges as to what relationship, if any, exists between these evaluations and teachers' perception of the quality of teacher-principal relations.

Theory

The basic conceptual theory of this study was that teacher-principal problem interaction results from decision making; planning and organizing; supervision and evaluation; staff development; high expectations; and teachers' age, qualification, sex, and teaching experience. The preceding factors were used to explain teacher-principal problem interaction.

Hypotheses

The following null hypotheses with respect to the dependent variable were examined in this study.

H₁: There is no statistically significant relationship between the principals' skills in decision making and the teachers' ratings of the principal on teacher-principal problem interaction.

H₂: There is no statistically significant relationship between the principals' skill in planning and organizing and the teachers' ratings of the principal on teacher-principal problem interaction.

H₃: There is no statistically significant relationship between the principals' skill in supervision and evaluation and the teachers' ratings of the principal on teacher-principal problem interaction.

H₄: There is no statistically significant relationship between the principals providing staff development and the teachers' ratings of the principal on teacher-principal problem interaction.

H₅: There is no statistically significant relationship between the principals' high expectations of their teachers and students and the teachers' ratings of the principal on teacher-principal problem interaction.

H₆: There is no statistically significant relationship between teachers' age, qualification, sex, teaching experience and teachers' ratings of the principal on teacher-principal problem interaction.

H₇: There is no statistically significant relationship among decision making, planning and organizing, supervision and evaluation, staff development, high expectations, and teachers' age, qualification, sex, teaching experience, and the teachers' ratings of the principal on teacher-principal problem interaction.

Summary of the Findings

As a result of the hypotheses tested and the data obtained in Chapter V of the study, the following are summarized.

1. Analysis of the data revealed that there was a significant relationship between decision making, planning and organizing, supervision and evaluation, staff development and teacher-principal problem interaction.
2. Age had a significant relationship between teacher-principal problem interaction.
3. Principals' high expectations of teachers and students had the greatest impact on teacher-principal problem interaction.

Implications

This research is a survey technique which involves the continuous validation of the current Profile for Assessment of Leadership (PAL). There was a statistically significant relationship between the competencies of the Profile for Assessment of Leadership (PAL) and the Leadership Problem Interaction Survey (LPIS). In addition, there was a statistically significant relationship between the demographic variable, age, and the LPIS; however, there was no statistically significant relationship between the LPIS and other demographic variables: sex, qualification and teaching experience.

Conclusions

From the analysis of the data, the evidence shows that there is a significant relationship between decision making, planning and organizing, supervision and evaluation, staff development and teacher-principal problem interaction. It can also be concluded that age and high expectations have significant impact on teacher-principal problem interaction.

Recommendations

The major findings of this study is that if principals have high expectations of their teachers, they will be seen as effective principals. Principals should, therefore, do the following:

1. Encourage teachers to increase their proficiency by attending similar workshops, forums, lectures, seminars, and conferences in teacher-principal problem interaction, subject areas; to hold memberships in such organizations as the Georgia Association of Educators, National Council of Teachers of English, Mathematics, and other organizations; to become proficient in communication skills; and to read professional journals to keep abreast of trends in education.
2. Discourage poor work habits among teachers.
3. Continually communicate to teachers the importance of professional behavior.
4. Be highly visible to teachers.

5. Provide support to teachers to help them to maintain highest levels of performance.

If principals set high expectations for their teachers and students, they, themselves, must perform at a level as high as they expect from their teachers. In order to meet this objective, principals should keep abreast of curriculum changes, trends in education, and teacher and student needs. In light of that, principals should also do the following:

6. Attend workshops, lectures, seminars or conferences on trends in education.

7. Read professional literature that would give insight into various types of teacher-principal problem interaction.

8. Attend workshops, lectures, seminars, conferences or forums relative to the various subject areas such as English, mathematics, the social sciences, the sciences, and communication skills which encourage openness for themselves and others.

9. Hold memberships in such organizations as the National Association of Elementary School Principals, District School Principal Association, the Georgia Association of Educational Leaders, and local association of elementary school principals.

Summary

This chapter concludes this research by summarizing preceding chapters. In carrying out that objective, it presents the implications and conclusions resulting from the findings and makes recommendations for the future.

A P P E N D I C E S

APPENDIX A
LETTERS

The following letter was sent to the Associate Superintendent of the urban school district in Georgia in which the study was done seeking permission to collect data.

2380 Summerland Drive
Decatur, Georgia 30032
February 27, 1987

Dear Sir:

I am a doctoral student at Atlanta University in the area of Educational Administration. Presently, I am conducting a study to examine the relationship between teacher-principal problem interaction and teacher evaluation of elementary principals. I am requesting, therefore, permission to administer the Leadership Problem Interaction Survey (LPIS) developed by David J. Mullen, 1980, to teachers of selected elementary schools. I am also requesting that you give the Director of Research and Evaluation permission to release to me the names of the elementary principals being assessed.

This study of the relationship between teachers' ratings of their principals on teacher-principal problem interaction and on selected administrative areas of responsibility will be carried out within a correlational design. The names of the schools and principals will be kept anonymous.

The findings will be recorded, conclusions reached, and stated implications will be derived from analysis and interpretations of the data, and will then be formulated and presented in the final dissertation copy.

Your consideration of this request is greatly appreciated.

Sincerely,

Paul N. Warner

The following letter was received from the urban school district in Georgia granting permission for data collection. Names of persons and the school district have been omitted to preserve anonymity and confidentiality of data.

March 6, 1987

Mr. Paul Warner
2380 Summerland Drive
Decatur, Georgia 30032

Dear Mr. Warner:

This letter serves as permission for you to conduct your research in this school district.

As you well know, our major focus in the school system is to raise the level of student achievement; therefore, you are expected to adhere to the following criteria:

1. There must be an anonymity of the school system personnel that may be used in the research.
2. You cannot interfere nor take away any instructional time of students and teachers.
3. A completed copy of your research should be filed with my office.

You will be under the direction of the Research and Evaluation Department. Please contact this department when you are ready to begin your research.

Yours truly,

Associate Superintendent

Copy to Research and Evaluation Department

This letter was sent to the Director of Research and Evaluation of the urban school district in Georgia in which the study was done seeking permission to collect data.

March 16, 1987

Dear Sir:

Mr. Paul Warner, a doctoral candidate at Atlanta University, has been approved by the faculty of the Department of Educational Leadership to conduct a research study for the completion of his dissertation. The title of the dissertation is "A Study of the Relationship Between Teacher-Principal Problem Interaction and Teacher Evaluation of Elementary Principals in an Urban School District in Georgia."

Mr. Warner's dissertation committee has approved the study which, with your approval, will be conducted in your school district. The identity of the district will, of course, remain anonymous in the final document.

We are most appreciative of your assistance.

Sincerely,

Olivia M. Boggs
Associate Professor

April 13, 1987

MEMO TO: Principals of Selected Elementary Schools
FROM: Director, Research and Evaluation
REFERENCE: Research

The Department of Research and Evaluation is involved continuously in validating the current [instrument for evaluation of principals]. A concurrent validity study is now underway to examine the relationship between teacher-principal problem interaction and the teacher assessment of elementary principals on the [instrument].

Mr. Paul Warner is working on this project as part of his degree requirements for Atlanta University. However, to preserve the confidentiality of the data received from the schools, neither he nor anyone at Atlanta University will know which schools are involved. Each set of data will be coded before he works with it.

The study involves a survey for the certified members of your faculty to complete. This task will take no more than ten minutes of your teachers' time. Please follow the steps below:

1. Give the enclosed materials to a faculty member that you designate to conduct the survey.
2. Announce a time when the survey will be conducted.
3. Have the designated faculty member distribute and explain the survey and collect the answer sheets. (THESE ARE TO BE SEALED IN THE GREEN, RETURN ENVELOPE.)
4. Return answer sheets by courier in green, confidential envelope provided by Monday, April 27, 1987. Return questionnaires and unused answer sheets to the department in a regular courier envelope.

Thank you for your help. Please call me if you have questions. Also, please let me know if you wish to see the results of this study.

APPENDIX B
INSTRUMENTS

The following items for the measurement of independent variables have been taken from the DeKalb County School District's Profile for Assessment of Leadership (PAL) instrument (1982).

This instrument has been developed and is being used by the DeKalb County School District as an evaluation instrument to stimulate self-appraisal and to provide data for making decisions for more effective and efficient training of personnel.

DECISION MAKING - COMPETENCY 1

The Educational Leader Demonstrates Skill in Making Decisions.

Is willing to make decisions.

Descriptors

1. Makes decisions within an acceptable time.
2. Distinguishes between the need for making a decision alone and the need for involving others in the process.
3. Communicates decisions directly to those affected.
4. Explains rationale for decisions to those affected.

Makes sound decisions.

Key points

The evaluator may mark these on first-hand observation of behaviors or evidence (results) that sound decisions are made.

Descriptors

5. Investigates accuracy of information upon which decisions are made.

6. Makes every effort to ensure that decisions are fair and impartial to all affected.
7. Examines all possible consequences of decisions before they are made.
8. Re-examines decisions in light of new information.

PLANNING AND ORGANIZING - COMPETENCY 2

The Educational Leader Demonstrates Planning and Organizational Skills.

Organizes materials and equipment or ensures that the administrator with this delegated authority organizes materials and equipment.

Descriptors

9. Has adequate supply of materials.
10. Works with service center to ensure that equipment is in good repair.
11. Has up-to-date materials and equipment.
12. Establishes workable procedures for allocation of materials and equipment.

Organizes and maintains facilities or ensures that the administrator with this delegated authority organizes and maintains facilities.

Descriptors

13. Maintains clean facilities.
14. Maintains orderly facilities.
15. Maintains safe facilities.
16. Properly allocates facilities within limitations of size and design.

Plans events and organizes schedules to avoid unexpected interruptions of instruction/work.

Descriptors

17. Interrupts instruction/work only for emergencies.

18. Schedules non-routine activities in advance to allow for adjustments in routine activities.
19. Involves staff in selecting or limiting non-routine activities.
20. Considers the needs of students, staff, and school/department when making routine schedules (lunch, breaks, duty assignments, master schedule, class schedule, etc.).

Makes personnel assignments/reassignments which maximize strengths and minimize weaknesses of personnel involved.

Descriptors

21. Considers the needs of the organization.
22. Considers the capabilities of personnel involved.
23. Considers the distribution of work and equity in assignments.
24. Involves staff in assignments/reassignments.

SUPERVISION AND EVALUATION - COMPETENCY 3

The Educational Leader Demonstrates Skills in Supervision and Evaluation.

Follows a plan of supervision or ensures that the administrator with this delegated authority follows a plan of supervision.

Key Points

This indicator describes the formal evaluation process. This does not describe the informal observation of employees at work.

Descriptors

25. Holds pre-observation conference with staff member.
26. Works with staff member in conference to write performance goals and objectives for staff member or reviews goals and objectives already set.
27. Observes the staff member at work.
28. Holds a timely post-observation conference with staff member.

Provides support to staff members or ensures that the administrator with this delegated authority provides support to staff members.

Descriptors

29. Provides staff members with written assessment of performance.
30. Develops written plan for improvement or enrichment of performance.
31. Implements plan.
32. Has follow-up observation if improvement plan was developed.

Evaluates personnel or ensures that the administrator with this delegated authority evaluates personnel.

Descriptors

33. Informs staff in advance of criteria to be used in evaluation.
34. Develops schedule for evaluation.
35. Bases evaluation on firsthand information and observation.
36. Shares rationale for evaluation with the person being evaluated.

Evaluates programs.

Descriptors

37. Establishes and reviews periodically goals and objectives for unit/school programs.
38. Communicates evaluation criteria for programs to all involved in the program.
39. Collects data for evaluation.
40. Makes program decisions based on evaluation data.

STAFF DEVELOPMENT - COMPETENCY 4

The Educational Leader Improves Professionally and Provides the Staff with Opportunities for Professional Improvement.

The educational leader demonstrates professional improvement.

Descriptors

41. Shares materials and information from professional meetings with staff.
42. Discusses readings and ideas from readings with staff or other associates.
43. Provides staff or other associates with research related to various job areas.

Encourages professional improvement for staff.

Descriptors

44. Encourages participation in job-related, professional meetings.
45. Encourages participation in local and systemwide staff development.
46. Provides staff with opportunity to discuss improvement or innovations based on research.
47. Aids staff members in implementing ideas.

HIGH EXPECTATIONS - COMPETENCY 5

The Educational Leader Has High Expectations of Staff

Members and Students.

The educational leader has high expectations of the staff.

Key Points

Work assignments refer to grade level, subject area, club sponsorship, committee, clerical, maintenance, and extra duty assignments for auxiliary and professional staff members.

Descriptors

48. The educational leader evidences high expectations of all through equitable work assignments.
49. The educational leader does not permit poor performances by staff members.
50. The educational leader provides individual or group support for those staff members who need help in meeting performance expectations.
51. The educational leader performs at as high a level as expected of the staff.
52. The educational leader rewards staff members who meet high expectations.

The educational leader ensures that staff members hold high expectations of students.

Key Points

Research addresses such strategies as wait time for student responses; success-oriented assignments; patterns for eliciting student response;

Descriptors

53. The educational leader communicates to the staff the importance of holding high expectations of students.
54. The educational leader presents research on teaching strategies that demonstrate high expectations of all students.

praise for meeting specific expectations; etc.

55. The educational leader observes teachers in the classroom to determine if "high-expectation" strategies are evident regardless of students' gender, socioeconomic level, race, appearance, etc.
56. The educational leader provides individual or group support for those teachers who do not demonstrate "high-expectation" strategies in their teaching.
57. The educational leader encourages teachers to reward students who meet expectations.

Leadership Problem Interaction Survey

1980: Copyright by David J. Mullen

University of Georgia

Athens, Georgia 30602

Directions: Please respond to both the way it is (IS) and the way you think it should be (SB) in regards to the way your principal interacts with you in solving problems in the given situation.

Read item 1 below and indicate by circling the number of the IS section how often you think this actually happens. Reread the same item and circle the number of the SB section which indicates how often you think this should happen. Proceed to read and respond in the same manner to each of the other items listed.

		I don't know	Almost never	Sometimes	Very often	Almost always
1. When something goes wrong that affects you and your principal, he/she searches with you for a solution that fits both of you.	IS	0	1	2	3	4
	SB	0	1	2	3	4
2. Your principal tries hard not to change you when he/she has differences in attitudes, opinions, and/or values from your own.	IS	0	1	2	3	4
	SB	0	1	2	3	4
3. When your principal finds out that you did something you were not supposed to do, he/she tells you why he/she must do something before taking action.	IS	0	1	2	3	4
	SB	0	1	2	3	4
4. Your principal lets you know about his/her feelings when you interact on a problem of concern to both of you.	IS	0	1	2	3	4
	SB	0	1	2	3	4

		I don't know	Almost never	Sometimes	Very often	Almost always
5. Your principal notices when you have a problem and gives you a chance to talk about it.	IS SB	0 0	1 1	2 2	3 3	4 4
6. When somebody in authority does something or makes a rule that affects you in a bad way, your principal follows authority, but does what he/she can to protect you or change the action or rule.	IS SB	0 0	1 1	2 2	3 3	4 4
7. Before your principal makes a decision or judgment based upon his/her personal beliefs, values, and/or goals, he/she has an honest concern for its fairness to you.	IS SB	0 0	1 1	2 2	3 3	4 4
8. When you go to your principal for help with a problem, he/she helps you find and do something about the basic cause of the problem.	IS SB	0 0	1 1	2 2	3 3	4 4
9. When somebody in authority makes a rule or policy, your principal carries it out in a way that helps you do your job better.	IS SB	0 0	1 1	2 2	3 3	4 4
10. Your principal helps make you aware of your feelings when you interact with him/her.	IS SB	0 0	1 1	2 2	3 3	4 4

(Mullen, 1980)

DEMOGRAPHIC DATA

Directions for marking answer sheet: USE #2 PENCIL ONLY.

The following demographic formation is important to this study. The person collecting this data is instructed to seal the answer sheets in a confidential envelope and not allow anyone at the local school to see them before they are returned to the Department of Research and Evaluation.

SEX - - - - - Mark M or F

In the Special Codes section:

AGE - - - - - Mark 1 for age range 21-25

- - - - - Mark 2 for age range 26-35

- - - - - Mark 3 for age range 36+

TEACHING EXPERIENCE IN PRESENT SCHOOL

Example - - - - - 1 year - - - - - Mark 01

TOTAL YEARS OF TEACHING EXPERIENCE

Example - - - - - 6 years - - - - - Mark 06

QUALIFICATION - - - - - Mark the highest degree you hold

Mark 1 for B.A.

Mark 2 for B.S.

Mark 3 for M.A.

Mark 4 for M.S.

Mark 5 for Ed.S.

Mark 6 for Ed.D.

Mark 7 for Ph.D.

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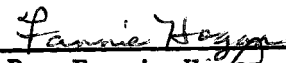

To the Committee on Graduate Study:

The attached dissertation: A STUDY OF THE RELATIONSHIP
BETWEEN TEACHER-PRINCIPAL PROBLEM INTERACTION AND TEACHER EVALUATION
OF ELEMENTARY PRINCIPALS IN AN URBAN SCHOOL DISTRICT IN GEORGIA

has been approved by the School of Education in partial fulfillment of the requirements for the Doctor of Education degree and is recommended for acceptance.

(Signature) 
Dr. Trevor Turner


Dr. Olivia Bogg

Dean: 

7/14/84

Date: _____

DR. RUBY L. THOMPSON
DEAN